Board of Education Agenda Item

Item: M. **Date:** June 23, 2011

Topic: First Review of Proposed Revised *Guidelines and Standards of Learning for Family Life Education* as Required by the 2011 General Assembly

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Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting __ Action requested at future meeting: _____(Date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:
The Family Life Education requirements of the Board of Education were first enacted in 1987 by the General Assembly. In 1988, the Board of Education prepared a document that included Standards of Learning (SOL) objectives and descriptive statements, guidelines for training individuals who will be teaching family life education, and guidelines for parent/community involvement. The 1988 guidelines were revised in 2002 to include the requirements of House Bill 1206 (benefits of adoption), in 2004 to include the requirements of House Bill 1015 (sexual assault), in 2007 to include House Bill 1916 (dating violence and the characteristics of abusive relationships), and again in 2008 to include Senate Bill 640 (mental health education and awareness). In 2009 House Bill 1746 (Pogge) and Senate Bill 827 (Smith) amended § 22.1-207.1 of the *Code of Virginia* to require that "the benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities" be included. Also, House Bill 1980 (McClellan) amended § 22.1-207.2 of the Code to require all school divisions to provide a

summary of the Family Life Education program to the parents and guardians of students participating.

A technical review of the *Guidelines and Standards of Learning for Family Life Education* was conducted in November of 2010 by a team of Family Life Education professionals. Nursing, education and public health representatives from the University of Virginia, Virginia Commonwealth University and George Mason University formed the team. Technical edits have been made to the standards to conform to current terminology.

In 2011, Senate Bill 906 (Deeds) Chapter 634 § 1 was passed as an un-codified Act of the General Assembly. It states:

> … that any family life education curriculum offered by a local school division shall require the Standards of Learning objectives related to dating violence and the characteristics of abusive relationships to be taught at least once in middle school and at least twice in high school, as described in the Board of Education's family life education guidelines.

Summary of Major Elements:
As shown in the attached, the revised *Guidelines and Standards of Learning for Family Life Education* are in compliance with the 2011 legislation. Many of the current descriptive statements supporting the standards objectives reflect the legislative requirements. Others have been amended to meet the law. The standards that were revised to comply with the 2011 legislation are listed below.

Grade Level	Amended Standards of Learning Descriptive Statements	Page
Seventh Grade	7.3, 7.4	28
Eighth Grade	8.5, 8.13	31-32
Tenth Grade	10.7	37

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the revised curriculum guidelines and standards regarding Family Life Education.

Impact on Resources:
The financial impact will be minimal. The revised document will be posted on the Virginia Department of Education's Office of Student Services Web site. School divisions will be informed of the revisions by way of a Superintendent's Memo.

Timetable for Further Review/Action:
Upon Board of Education adoption of the 2011 revised guidelines, the Virginia Department of Education will make them available to school divisions and post the guidelines on the Virginia Department of Education's Office of Student Services Web site.

Family Life Education

Board of Education Guidelines
and
Standards of Learning
for Virginia Public Schools

Commonwealth of Virginia
Department of Education
Richmond, VA 23218-2120

Revised
~~July 2009~~ June 2011

FAMILY LIFE EDUCATION

Revised ~~2009~~ 2011

FAMILY LIFE EDUCATION

Table of Contents

CODE OF VIRGINIA FOR FAMILY LIFE EDUCATION…… 1

INTRODUCTION……..……. 4

BOARD OF EDUCATION GUIDELINES……..... 8

STANDARDS OF LEARNING OBJECTIVES AND
DESCRIPTIVE STATEMENTS……. 13

GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE
TEACHING FAMILY LIFE EDUCATION……..…. 44

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT……..….. 47

CODE OF VIRGINIA
FOR FAMILY LIFE EDUCATION

CODE OF VIRGINIA FOR FAMILY LIFE EDUCATION

§22.1-207.1. Family life education.

The Board of Education shall develop by December 1, 1987, standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Such curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships; the benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities; abstinence education; the value of postponing sexual activity; the benefits of adoption as a positive choice in the event of an unwanted pregnancy; human sexuality; human reproduction; dating violence; the characteristics of abusive relationships; steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law; the etiology, prevention and effects of sexually transmitted diseases; and mental health education and awareness.

All such instruction shall be designed to promote parental involvement, foster positive self concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. The Board shall also establish requirements for appropriate training for teachers of family life education, which shall include training in instructional elements to support the various curriculum components.

For the purposes of this section, "abstinence education" means an educational or motivational component which has as its exclusive purpose teaching the social, psychological, and health gains to be realized by teenagers' abstaining from sexual activity before marriage.

(1987, c. 371; 1999, c. 422; 2002, c. 554; 2004, c. 1030; 2007, c. 32.; 2008, c.0417; 2009, c.437, 583)

§ 22.1-207.2. Right of parents to review certain materials; summaries distributed on request.

Every parent, guardian or other person in the Commonwealth having control or charge of any child who is required by § 22.1-254 A to send such child to a public school shall have the right to review the complete family life curricula, including all supplemental materials used in any family life education program. A complete copy of all printed materials and a description of all audio-visual materials shall be kept in the school library or office and made available for review to any parent or guardian during school office hours before and during the school year. The audio-visual materials shall be made available to parents for review, upon request, on the same basis as printed materials are made available.

Each school board shall develop and the parents or guardians of a student participating in the family life education program a summary designed to assist parents in understanding the program implemented in its school division as such program progresses and to encourage parental guidance and involvement in the instruction of the students. Such information shall reflect the curricula of the program as taught in the classroom. The school division shall include the following information on the summary:

"Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

(1989, c. 515; 1991, cc. 139, 526; cc. 0451; 2009, cc. 451)

INTRODUCTION

INTRODUCTION

In 1987, §22.1-207.1 of the *Code of Virginia* was amended to direct the Board of Education to develop standards of learning and curriculum guidelines for a comprehensive, sequential family life education (FLE) curriculum in grades K through 12. From February 1987 to December 1987, individuals from public schools (including administrators and teachers), state agencies, parent groups, and not-for-profit organizations that provided family life services contributed time, resources, and expertise to help develop a report to submit to the Virginia General Assembly. The report *Family Life Education: Board of Education's Response to House Bill No. 1413* included sections on the Board of Education guidelines for setting up a required FLE program, Standards of Learning objectives and descriptive statements for grades kindergarten through 12, guidelines for training individuals that teach FLE and for involving parents and community-based organizations in the local FLE program.

The FLE program was funded by the General Assembly during its 1988 session based on the plan developed by the Board of Education and the Department of Education. The program scheduled for implementation by all school divisions during the 1989-90 school year, provided guidance to localities in developing comprehensive, age-appropriate, and sequential instruction in specific content areas. Program flexibility allowed options for the local planning teams. The program could cover grades K through 10 or K through 12, depending upon the desires of a school division. School divisions were permitted to use state-approved Standards of Learning objectives or develop their own learner objectives. Educators identified as FLE teachers participated in in-depth staff development workshops over a two-year period.

Each school division was required to appoint a community involvement team to assist in the development of the program and to promote community involvement. The Board of Education guidelines were written to assure that parents had opportunities to review the program annually and to opt their children out of all or part of the program.

During the fall and winter of school year 1992-93, the Department of Education conducted a study of the FLE program in the Virginia public schools. The study resulted from an agreement between the 1992 General Assembly and the Department of Education. A self-report survey of FLE programs was repeated in 2004 and 2006. Results again indicated compliance with mandates and policies. Of the 132 school divisions serving students in the state, 120 divisions, or 91 percent, responded to the 2006 survey. Eighty-eight percent, or 105, of school divisions surveyed in 2006 offered FLE programming.

Also in 1992, the Virginia General Assembly amended §22.1-275.1 of the *Code of Virginia* to direct local school boards to establish a school health advisory board of no more than 20 members. The legislation specified that the local board shall consist of broad-based community representation including, but not limited to, parents, students, health professionals, educators, and others. Many localities opted for their school health advisory board to also serve as the FLE community involvement team.

In September 1997, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-170)* were amended by the Board of Education to state that "Each school may implement the Standards of Learning for the Family Life Education program promulgated by the Board of Education or a Family Life Education program consistent with the guidelines developed by the Board of Education which shall have the goals of reducing the incidence of pregnancy and/or sexually-transmitted disease and substance abuse among teenagers."

The 1999 Virginia General Assembly amended §22.1-207.1 of the *Code of Virginia* and added "abstinence education" as a Family Life Education instructional topic to the content areas identified in 1987: "…family living and community relationships, the value of postponing sexual activity, human sexuality, human reproduction, and the etiology, prevention and effects of sexually transmitted diseases." The Virginia Department of Education and Virginia Department of Health cooperated to strengthen abstinence education staff development workshops.

House Bill 1206, passed by the 2002 Virginia General Assembly, required the Board of Education to include "the benefits of adoption as a positive choice in the event of an unwanted pregnancy" in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum. The bill also required the Board to specify that training of teachers of Family Life Education include training in instructional elements to support the various curriculum components.

House Bill 1015, passed by the 2004 Virginia General Assembly, required the Board of Education to include "steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law" in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

House Bill 1916, passed by the 2007 Virginia General Assembly, required the Board of Education to include "dating violence and the characteristics of abusive relationships" in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

Senate Bill 640, passed by the 2008 Virginia General Assembly, required the Board of Education to include "mental health education and awareness" in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

House Bill 1746 and Senate Bill 827, passed by the 2009 Virginia General Assembly, required the Board of Education to include "benefits, challenges, responsibilities, and value of marriage for men, women, children, and communities" in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

House Bill 1980, also passed by the 2009 Virginia General Assembly, required school divisions to provide parents and guardians of students participating in a family life

education program a summary to assist in understanding the program being implemented. The summary should include the following statement: "Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

In an effort to align with the *Student Conduct Policy Guidelines*, information regarding the appropriate use of electronic devices was also added to Family Life Education program in 2010.

A technical review of the *Guidelines and Standards of Learning for Family Life Education* was conducted in November of 2010 by a team of Family Life Education professionals. Nursing, education and public health representatives from the University of Virginia, Virginia Commonwealth University and George Mason University formed the team. Technical have been made to the standards to conform to current terminology.

In 2011, the Virginia General Assembly enacted the un-codified § 1 of Chapter 634 in the *Acts of the General Assembly* stating, "That any family life education curriculum offered by a local school division shall require the Standards of Learning objectives related to dating violence and the characteristics of abusive relationships to be taught at least once in middle school and at least twice in high school, as described in the Board of Education's family life education guidelines." The guidelines and standards, while in compliance with this legislation, have been revised, where appropriate, to further reflect this requirement.

BOARD OF EDUCATION GUIDELINES FOR FAMILY LIFE EDUCATION

BOARD OF EDUCATION GUIDELINES FOR FAMILY LIFE EDUCATION

I. The following guidelines shall be followed in the implementation of the Board of Education's approved Family Life Education program.

A. A community involvement team, or school health advisory board, shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.

B. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.

C. Those individuals selected by the localities to teach the Family Life Education program shall participate in the training program sponsored by the Department of Education.

D. Medical professionals and mental health professionals may be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.

E. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.

F. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.

G. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.

H. A plan for teaching sensitive content in gender-separated classes shall be announced publicly.

I. The *Family Life Education Standards of Learning* objectives approved by the Board of Education shall be used by the local school board. However, local school divisions may reassign the grade designation of the Standards of Learning objectives within grades K-6. The grade designation for objectives within grades 7-12 may be reassigned only one grade level, up or down. Also, the program may be adopted for kindergarten through grade 10 or kindergarten through grade 12; however, local scheduling of Family Life Education shall avoid any interruption or detraction from instruction in basic skills in elementary schools or in those courses required for graduation in the secondary schools.

J. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life. This would include using any electronic devices to convey inappropriate behaviors and/or images.

K. The curriculum shall include mental health education and awareness as applicable to instructional units relating to family life.

L. The curriculum shall include information outlining the benefits, challenges, responsibilities, and value of marriage for men, women, children and communities.

II. The following guidelines shall be followed in the implementation of the Family Life Education program developed locally.

A. The Family Life Education program developed locally shall be comprehensive and sequential and include the following content areas and may include others at the discretion of the local school board:

1. Family living and community relationships;

2. The value of postponing sexual activity until marriage (abstinence education);

3. Human sexuality;

4. Human reproduction and contraception, including the benefits of adoption as a positive choice in the event of an unintended pregnancy;

5. The etiology, prevention, and effects of sexually transmitted infections;

6. Stress management and resistance to peer pressure;

7. Development of positive self-concepts and respect for others;

8. Parenting skills;

9. Substance use and abuse;

10. Child abuse;

11. Prevention of sexual assault and, in the event of sexual assault, the importance of receiving immediate medical attention and advice, knowledge of the requirements of the law, and use of resources such as counseling and legal services;

12. Dating violence and the characteristics of abusive relationships including using electronic devices to convey inappropriate images and behaviors;

13. Education about and awareness of mental health issues; and

14. The benefits of marriage.

B. The Family Life Education program developed locally shall include and adhere to the following:

1. A community involvement team, or school health advisory board, shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, a mental health practitioner, and others in the community.

2. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.

3. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education. The training program shall include training in instructional elements to support the various curriculum components.

4. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team or school health advisory board, and to assist in program implementation and evaluation.

5. Medical and mental health professionals may be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.

6. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.

7. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.

8. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.

9. A plan for teaching sensitive content in gender-separated classes shall be announced publicly.

10. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detraction from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.

11. A local curriculum plan shall use as a reference the *Family Life Education Standards of Learning* objectives approved by the Board of

Education and shall provide age-appropriate, medically-accurate instruction in relation to students' developmental stages and abilities.

12. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life. This would include using any electronic devises to convey inappropriate behaviors and/or images. <u>The information must be taught at least once during middle school and at least twice during high school.</u>

13. The curriculum shall include mental health education and awareness as applicable to instructional units relating to family life.

14. The curriculum shall include information on the benefits, challenges, responsibilities, and value of marriage for men, women, children, and communities.

STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS

STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS

KINDERGARTEN

K.1 The student will experience success and positive feelings about self.

Descriptive Statement: These experiences are provided by the teacher through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for differences.

K.2 The student will experience respect from and for others.

Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate that encourages positive mental health development and protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.

K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

Descriptive Statement: The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanations at home. The child is introduced to the concept of privacy, especially in the use of bathroom facilities. In addition, the importance of avoiding gossip about others' personal or family problems is stressed. Concepts concerning electronic privacy, such as not sharing your name and address over the internet, are introduced.

K.4 The student will recognize that everyone is a member of a family and that families come in many forms.

Descriptive Statement: This includes a variety of family forms: traditional or two-parent families-mother, father, and children; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and other blended families.

K.5 The student will identify members of his or her own family.

Descriptive Statement: This refers to identifying the adult and child members of the student's family.

K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.

Descriptive Statement: The focus is on the appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping and playing, the child will understand that rules are made for safety, and protection.

K.7 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual, the family, and the community.

The student will begin to understand the differences between appropriate and inappropriate expressions of affection.

K.8 The student will recognize the elements of good (positive or healthy) and bad (negative or unhealthy) touches by others.

Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.

K.9 The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

K.10 The student will identify "feeling good" and "feeling bad."

Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this, which encourages good mental health functioning.

K.11 The student will find help safely.

Descriptive Statement: Students will learn how to identify when they are in an unsafe environment. Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.

FIRST GRADE

1.1 The student will experience continuing success and positive feelings about self.
Descriptive Statement: The teacher continues to provide a classroom environment that fosters experiences of success in school work, in self-acceptance of body image, in the handling of routine situations, and in group activities. Parents are encouraged to reinforce successful experiences, self-esteem, and good mental health practices at home.

1.2 The student will experience continuing respect from others.
Descriptive Statement: Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the child, providing a classroom climate that protects the child from physical, mental and emotional infringement by others. Difficult situations, such as how to handle a bully on the playground, are discussed.

1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.
Descriptive Statement: The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings, and practices good mental health behaviors. The student is made aware of any behavior on his or her part that causes others to have hurt feelings.

1.4 The student will develop an understanding of the importance of a family and of different family patterns.
Descriptive statement: The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms at the kindergarten level to understanding the importance of the family and its various forms at the first-grade level. The following family patterns are included: two-parent families; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparent; and other blended families.

1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.
Descriptive Statement: The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or physically and mentally disabled family members; and providing for fun and play.

1.6 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.
Descriptive Statement: Content associated with this objective can be found in books, magazines, films, videos, and other materials, as approved by the school division. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.

1.7 The student will use correct terminology when talking about body parts and functions.

Descriptive Statement: Scientific terms such as urinate, bowel movement, penis, vulva, and breast will be introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.

1.8 The student will express his or her feelings of happiness, sadness, and anger to the teacher.

Descriptive Statement: Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems. Positive mental health practices will be utilized.

1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.

Descriptive Statement: The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is important for the teacher to help the child know that all feelings are valid. Appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, storytelling, and creative drama. Positive mental health practices will be utilized.

1.10 The student will experience the logical consequences of his or her behavior.

Descriptive Statement: The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his or her choices. The foundation for responsible decision making and positive mental health at all ages involves being allowed to learn from one's choices. Examples of appropriate choices at this grade level include choosing from a list of appropriate foods, choosing from a variety of activities and learning centers, and choosing the sequence in which learning activities are completed. An example of an appropriate consequence would be to clean up a spilled beverage rather than to be punished for this.

1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: The child is reminded that appropriate expressions of affection are important for individual and family well-being. The student will begin to understand the differences between appropriate and inappropriate expressions of affection and the impact on individual mental health.

1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: Elements of good (positive, healthy) and bad (negative, unhealthy) touching are reviewed, and methods of avoiding negative encounters are presented. Appropriate use of communication devices such as the phone and internet will be discussed. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.

SECOND GRADE

2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.

Descriptive Statement: The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with many strengths.

2.2 The student will realize that adults other than parents also provide care and support for children.

Descriptive Statement: Adults, other than parents, who provide care and support for children include foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.

2.3 The student will become aware that babies grow inside the mother's body in a special place called the uterus.

Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate, medically-accurate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.

2.4 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.

Descriptive Statement: Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior. School personnel will use positive mental health practices to resolve problem behavior.

2.5 The student will demonstrate appropriate ways of dealing with feelings.

Descriptive Statement: Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. The student will begin to understand the characteristics of appropriate and inappropriate behavior as it relates to relationships. The concept of virtual relationships will be introduced. Appropriate behavior, in response to pleasant and unpleasant feelings, is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.

2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family. The student will recognize inappropriate expressions and demonstrate skills to correct inappropriate expressions.

2.7 The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: This is a review of the elements of good (positive, healthy) and bad (negative, unhealthy) touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate expressions of affection and behavior, including the use of electronic devices to convey such feelings.

2.8 The student will be conscious of how commercials use our emotions to make us want products.

Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-esteem or body image.

THIRD GRADE

3.1 The student will demonstrate a sense of belonging in group work and play.
Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior and positive mental health practices. Participation in groups, such as the scouts, is encouraged. Students will be introduced to appropriate and inappropriate behavior of virtual groups on the internet.

3.2 The student will express what he or she likes about himself or herself to continue developing a positive self-image.
Descriptive Statement: Expressive media (for example, exercises, games, art, music, dance, internet, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.

3.3 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.
Descriptive Statement: Changes which occur include moving to a new home, the addition or birth of a sibling, the birth of a disabled child, death, illness, drug abuse, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving using positive mental health practices.

3.4 The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.
Descriptive Statement: An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. In order to foster positive mental health, it is important that feelings be expressed openly in appropriate ways.

3.5 The student will identify and use correct terms for external body parts associated with reproduction and elimination.
Descriptive Statement: External genitalia are explained, including correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.

3.6 The student will recognize that while all human beings grow and develop in a given sequence, rates and patterns vary with individuals.
Descriptive Statement: The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Students are taught to be accepting of other's differences, including physical and mental differences.

3.7 The student will become aware that both a male and a female are necessary to have a baby.
Descriptive Statement: The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate, medically-accurate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

3.8 The student will comprehend that the baby grows inside the mother's body for nine months and then is born.

Descriptive Statement: The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.

3.9 The student will describe the types of behavior that enable him or her to gain friends or to lose friends.

Descriptive Statement: Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group. Positive mental health practices should be utilized when discussing behaviors.

3.10 The student will practice safety rules in the home.

Descriptive Statement: This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on appropriate use of communication devices such as the phone and internet. Parents are encouraged to discuss and develop safety precautions at home.

3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.

Descriptive Statement: This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. This includes inappropriate approaches made by way of electronic devices such as the internet or text messaging. Other responses to inappropriate approaches include saying "no," getting away from the person quickly, telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.

3.12 The student will be conscious of how commercials use our emotions to make us want products.

Descriptive Statement: Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-image, and alcohol, tobacco and other drug use.

FOURTH GRADE

4.1 The student will be able to identify the human reproductive organs.
Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.

4.2 The student will identify physical changes that begin to occur during puberty.
Descriptive Statement: The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural and normal. Students are helped on an individual basis to avoid anxiety if their development is ahead of or behind their peers. The importance of postponing sexual activity is discussed as is the importance of delaying childbearing. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.

4.3 The student will develop an awareness of human fertilization and prenatal development.
Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

4.4 The student will identify basic human emotions and effective ways of dealing with them.
Descriptive Statement: Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive or abusive behavior by using positive mental health practices.

4.5 The student will develop awareness and acceptance of his or her strengths and weaknesses.
Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.

4.6 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.
Descriptive Statement: The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with family members who have physical or mental disabilities.

4.7 The student will describe the factors surrounding child abuse and child neglect.
Descriptive Statement: The terms child abuse and child neglect (including sexual abuse and electronic harassment) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.

4.8 The student will identify factors contributing to the use of drugs.
Descriptive Statement: Discussion includes examining the motivation for using alcohol, tobacco and other drugs, a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from emotional pain. Emphasis is placed on ways of dealing with one's needs and feelings without the use of drugs or other substances.

4.9 The student will recognize the dangers of substance use and abuse.
Descriptive Statement: The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance use and abuse on the individual and on the many contributing factors to family violence, sexual violence, and child abuse.

FIFTH GRADE

5.1 The student will define the structure and function of the endocrine system.
Descriptive Statement: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.

5.2 The student will identify the human reproductive organs in relation to the total anatomy.
Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

5.3 The student will explain how human beings reproduce.
Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the consequences of premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.
Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.

5.5 The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.
Descriptive Statement: This objective is incorporated into the nutrition component for the fifth-grade health curriculum.

5.6 The student will identify reasons for avoiding sexual activity prior to marriage.
Descriptive Statement: The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted infections are emphasized, as well as the impact on one's reputation, self-esteem, and mental health.

5.7 The student will describe the effects of personal hygiene on one's self-concept.
Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Proper use of feminine hygiene products in relationship to cleanliness is included.

5.8 The student will recognize the importance of contributing to a constructive group activity.

Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.

5.9 The student will develop an increased understanding of the roles, duties, and responsibilities of family members.

Descriptive Statement: The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Nontraditional roles of males and females are discussed, and options for the lifelong goals of men and women are presented.

5.10 The student will examine the messages from mass media related to sexuality.

Descriptive Statement: Printed materials, advertising, television, wearing apparel, internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation and sexual violence. Students will understand how the media affects mental health issues related to sexuality.

5.11 The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for him or herself.

Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, violence, and premarital and unwanted sexual relationships.

5.12 The student will recognize threatening or uncomfortable situations and how to react to them.

Descriptive Statement: These situations may include walking alone, opening doors to strangers, experiencing sexual abuse or incest, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Methods of self-protection and recognition and reporting of threats are identified and stressed. The point is made, however, that most life situations are not threatening.

5.13 The student will explain the effects of substance use and abuse on the body.

Descriptive Statement: Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.

5.14 The student will become aware of the existence of sexually transmitted ~~diseases~~ infection.

Descriptive Statement: Factual information regarding the nature of sexually transmitted infection, including human immuno-deficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), is introduced. Other diseases referred to include but are not limited to Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphillis.

SIXTH GRADE

6.1 The student will understand personal hygiene practices and ~~to~~ the physical changes that occur during puberty.

Descriptive Statement: Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.

6.2 The student will explain the effects of growth on development, attitudes and interests.

Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and non-group relationships, peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.

6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

Descriptive Statement: The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.

6.4 The student will recall basic facts about sexually transmitted infections.

Descriptive Statement: Factual information is presented regarding sexually transmitted infections, including Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphillis. Diseases of the genitalia common to adolescents that are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

6.5 The student will be able to describe the etiology, effects, and transmission of HIV.

Descriptive Statement: Instruction includes factual information regarding HIV and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.

6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

Descriptive Statement: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted infections, unintended pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), social, economic, mental and physical consequences.

6.7 The student will describe personal characteristics that can contribute to happiness for self and others.

Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of disabled persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others. The student will practice appropriate and positive personal and social responses.

6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

Descriptive Statement: This is accomplished by defining the types of abuse, including electronic harassment, and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse, sexual and family violence.

6.9 The student will become aware of community healthcare and safety agencies and their functions.

Descriptive Statement: Instruction includes information about the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted infections, including HIV; other general and specialized medical services, including the role of the family physician, local health department or community service board; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

6.10 The student will explain the effects of substance use and abuse on the individual, family, school, and society.

Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on adolescent brain development genetic risks and fetal development, addiction, impaired driving, physical and sexual abuse, mental health issues, family violence, and the hazards of second-hand tobacco use and smoking. Information on local community resources for obtaining help with these problems is included.

6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.

Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse (including electronic harassment) and stereotyping is stressed. Students will understand how the media affects mental health issues related to sexuality.

6.12 The student will apply decision-making skills in problem-solving and in determining the possible outcomes of his or her decisions.

Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Using positive mental health practices, students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on lifelong goals are emphasized, and students predict the possible outcomes of decisions made. Career and other options available are stressed as choices and are identified in the decision-making process.

SEVENTH GRADE

7.1 The student will identify his or her role and relationships within the family.
Descriptive Statement: Content includes identification of personal interactions; communication skills; ways of meeting emotional, physical, and intellectual needs; and the student's contribution to the family unit. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a decision is indicated.

7.2 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.
Descriptive Statement: Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation, and sex-response feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding menstruation, spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development.

7.3 The student will realize that physical affection does not have to be sexual, but it also can be an expression of friendship, of celebration, or of a loving family.
Descriptive Statement: The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health. The student will recognize the difference between appropriate and inappropriate physical affection. Characteristics of abusive relationships will be addressed.

7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital, abusive, and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.
Descriptive Statement: Sexual feelings are interpreted as normal and to be expected, but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Refusal skills are taught and practiced by students. Characteristics of abusive relationships, which may also involve alcohol and other drug use and abuse or inappropriate use of electronic devices such as phone or internet, are addressed. In addition, the consequences of teenage pregnancy, the nature of sexually transmitted infections, and the benefits of delaying sexual activity.

7.5 The student will identify messages in society related to sexuality.
Descriptive Statement: The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Students learn to recognize gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media containing negative components. Students will demonstrate how these messages affect mental health issues related to sexuality.

7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.

Descriptive Statement: Instruction focuses on updated, factual information regarding sexually transmitted infections, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes the emotional, psychological and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with postponing sexual activity.

7.7 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.

Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, mental, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's lifelong goals and potential achievements are emphasized. The benefits of being married before having children and the effects on the family, child, and community will be discussed.

7.8 The student will describe the signs and symptoms of pregnancy.

Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

7.9 The student will develop an understanding of and responsibility for family planning.

Descriptive Statement: Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.

7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.

Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. Community resources for victims of molestation and assault are identified.

7.11 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including HIV.

Descriptive Statement: Topics include the prevention, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to HIV, Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphillis. In addition, myths are dispelled. High-risk activities, such as needle sharing for injection, intravenous drug use and abuse, and unprotected

sexual activity are discussed. Community resources that provide testing and treatment of sexually transmitted infections and HIV are identified.

7.12 The student will identify the issues associated with friendships.
Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and how friendships can change through developmental stages. The student will identify the characteristics of healthy and unhealthy relationships.

7.13 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.
Descriptive Statement: Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate and inappropriate dating behavior, utilizing positive mental health practices and fulfilling dating responsibilities.

7.14 The student will recognize contributions of various racial and ethnic groups to family life and society.
Descriptive Statement: Topics include the importance of racial and ethnic identity for families and the effects of negative stereotypes on families and individuals. Emphasis is placed on appreciation of racial and ethnic differences.

7.15 The student will increase his or her ability to listen to different points of view and to accept the rights of others to a differing point of view.
Descriptive Statement: Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.

EIGHTH GRADE

8.1 The student will relate stages of human development to his or her own developmental level.

Descriptive Statement: The student learns that people change as they age, according to their developmental level--physically, mentally, and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student's present developmental level with the goal of increasing his or her self-understanding and self-acceptance--now and in the future. Commonly accepted theories of personal development are presented as they relate to the student's own development.

8.2 The student will recognize the development of sexuality as an aspect of the total personality.

Descriptive Statement: The primary factor to be presented is the development of one's own sexual identity.

8.3 The student will become aware of the need to think through decisions and to take responsibility for them.

Descriptive Statement: The impact of present decisions on future opportunities and personal development is stressed. Instruction also includes support skills for the decision-making process--assertive communication, identification of personal conflicts, positive mental health practices, and conflict resolution. Lifelong educational, career, and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives. Students will discuss the impact of personal information posted on social networking sites such as MySpace, Facebook or Twitter on future goals.

8.4 The student will identify the issues associated with friendships.

Descriptive Statement: The student accomplishes this by reviewing the characteristics of appropriate and inappropriate friendships, by discussing the qualities of a good friend, and by relating the characteristics to changes as one continues to advance through the growth and development process.

8.5 The student will recognize the nature of dating during adolescence.

Descriptive Statement: Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship, and these experiences prepare one for the challenges and responsibilities of marriage. The student will also recognize warning signs and characteristics of potentially abusive dating relationships and negative mental health practices.

8.6 The student will interpret the messages in society related to sexuality.

Descriptive Statement: Students continue to discover and analyze messages about sexuality found in advertising media, music and videos, television, films, the internet, printed materials, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects. Positive alternatives to media immersion are discussed. Students will demonstrate how these messages affect mental health issues related to sexuality.

8.7 The student will describe strategies for saying "no" to premarital sexual relations.
Descriptive Statements: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say “no” to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.

8.8 The student will develop the coping skills needed to deal with stress.
Descriptive Statement: Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of HIV); and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as alcohol, drugs, and suicide. Students learn positive physical and mental techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).

8.9 The student will identify the stresses related to changing relationships in the home, school, and community.
Descriptive Statement: Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary. The student will utilize positive mental health practices in stress management.

8.10 The student will analyze the issues related to teenage pregnancy.
Descriptive Statement: The physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teenage pregnancy are discussed. The roles of and impact on the teenage mother and father are identified.

8.11 The student will review facts about pregnancy prevention and disease control.
Descriptive Statement: Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100 percent effective in preventing pregnancy and sexually transmitted infections.

8.12 The student will describe the effects of alcohol and drug use and abuse on families and peer relationships.
Descriptive Statement: The effects of substance use and abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such use and abuse within the family also are emphasized, including family and sexual violence.

8.13 The student will identify the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, and molestation.
Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and saying "no.” Characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services and legal implications are also provided.

8.14 The student will recall the ways in which the HIV virus is transmitted and prevented.

Descriptive Statement: This involves describing behaviors that put one at risk; dispelling myths regarding the transmission of the infection; and stressing abstinence from risky behavior. The use of condoms in preventing the spread of HIV is discussed.

NINTH GRADE

9.1 The student will understand the human growth and development cycle.
Descriptive Statement: Information about developmental levels throughout the life cycle-prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly-is related to the complexity of childrearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.

9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.
Descriptive Statement: Topics include the function of the family, family forms, family strengths, and family influences on society. The benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities in society will be included.

9.3 The student will recognize the development of sexuality as an aspect of the total personality.
Descriptive Statement: Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.

9.4 The student will review and apply the decision-making process.
Descriptive Statement: Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, positive mental health practices, and reason as bases for decision-making.

9.5 The student will review the nature and purposes of dating.
Descriptive Statement: Topics include understanding family guidelines, the functions of dating, and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence and physically and mentally abusive relationships. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

9.6 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.
Descriptive Statement: The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.

9.7 The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, and molestation.
Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices.

9.8 The student will relate specific information on substance use and abuse to each stage of the life cycle.
Descriptive Statement: Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.

9.9 The student will be able to explain the process of reproduction.
Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.

9.10 The student will demonstrate understanding of specific health issues, including the ability to conduct self-examinations.
Descriptive Statement: The focus is on factual information about menstruation, proper use of feminine hygiene products in relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.

9.11 The student will demonstrate knowledge of pregnancy prevention and disease control.
Descriptive Statement: Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

9. 12 The student will explain the transmission and prevention of the HIV.
Descriptive Statement: This is a review of the ways in which HIV is transmitted and the techniques for preventing this disease.

9.13 The student will identify the effects of discrimination.
Descriptive Statement: The teacher helps students identify forms of discrimination and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person's mental health will also be discussed.

9.14 The student will begin to identify educational and career goals.
Descriptive Statement: Students formulate educational and career objectives. A "life goals" project provides the structure for achieving this objective and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females. Students will discuss the impact of use of social networking sites, such as MySpace, Facebook, YouTube, and Twitter, on career goals.

TENTH GRADE

10.1 The student will determine how maturation affects adolescents.
Descriptive Statement: Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, positive mental health practices, the decision-making process, sources of values, and self-discipline.

10.2 The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
Descriptive Statement: Appropriate friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed. Discussion will include the expectations of virtual relationships.

10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.
Descriptive Statement: The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.

10.4 The student will use the steps in the decision-making process to solve specific problems.
Descriptive Statement: Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternatives; evaluating the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision; and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.

10.5 The student will recognize the benefits of abstaining from premarital sexual intercourse.
Descriptive Statement: Content focuses on the need to consider lifelong goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of unintended pregnancy, the effects of sexually transmitted infections, the impact on reputation, mental health and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized. Students will identify personal, educational and career goals and the impact an unplanned pregnancy or sexually transmitted infection would have on these goals. In addition, abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy.

10.6 The student will recognize alternatives to premarital sexual activity for expressing feelings and affection.
Descriptive Statement: Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language, caring

gestures, and other positive mental health practices, rather than through premarital sexual activity.

10.7 The student will explain the factors to be considered in preparing for dating and marriage.
Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. Instruction should include identifying the characteristics of dating violence and abusive relationships.

10.8 The student will examine factors to be considered in life-goal planning.
Descriptive Statement: Discussion includes lifelong career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.

10.9 The student will describe the signs and symptoms of pregnancy.
Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

10.10 The student will analyze the factors associated with a healthy pregnancy.
Descriptive Statement: Content focuses on causes of low birth weight such as smoking, poor nutrition, and use and abuse of alcohol and other drugs, as well as the effects of sexually transmitted infections, including HIV. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.

10.11 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.
Descriptive Statement: Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, still-birth, and premature birth; and the stages of fetal development prior to birth.

10.12 The student will describe available birthing options.
Descriptive Statement: Prepared materials on childbirth education are primary resources. Birthing alternatives are examined.

10.13 The student will identify the stages of the birthing process.
Descriptive Statement: The stages of the birthing process include the onset of the process and the three stages of labor and delivery-- dilation, birth, and expulsion of placenta.

10.14 The student will analyze the skills and attitudes needed to become a competent parent.
Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. Students will understand the benefits, challenges, responsibilities, and value of marriage in

parenting. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.

10.15 The student will describe adjustments to be made after the birth of a child.
Descriptive Statement: The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

10.16 The student will compile a list of community agencies and resources available to assist individuals and families.
Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.

10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.
Descriptive Statement: Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

ELEVENTH GRADE

11.1 The student will evaluate individual strengths and weaknesses in relation to personal, educational, and career goals.
Descriptive Statement: Students are guided through a realistic self-assessment including working toward personal improvement, setting short- and long-term goals, formulating action plans, establishing priorities, and using school and community resources. Emphasis is placed on the variety of choices available to young women and the need for sound decision-making. The impact of social networking sites, such as MySpace, Facebook and Twitter, on goals will be discussed.

11.2 The student will relate major theories of human development to his or her own situation and/or developmental level.
Descriptive Statement: A review of the major theories of personal developmental stages is followed by analysis of each stage as it relates to the student's own development. Students are made aware that these are theories, that they are not all inclusive, and that they may or may not relate to the student's individual life.

11.3 The student will recognize advantages of abstinence from premarital sexual relations, reinforcing methods of saying "no" to undesirable behavior.
Descriptive Statement: The physical, emotional, social, psychological, and economic consequences of premarital sexual relations continue to be stressed, and students progress in development of assertive skills, including methods of saying "no" in ways that enable them to resist pressure from others teenagers and manage their own feelings and behavior.

11.4 The student will explain how television and internet can have both positive and negative effects on the development to individuals--children, adolescents, and adults.
Descriptive Statement: Content includes types of messages conveyed on television and the internet; techniques for analyzing programs and commercials; and strategies for evaluating media offerings according to their potential to entertain, to educate, to reinforce concepts, to guide or misguide behavior, and to promote violence. Students will demonstrate how these messages affect mental health issues.

11.5 The student will express his or her own attitude toward parenting.
Descriptive Statement: This centers on the student's own opinions about parenthood--possible reasons for becoming a parent, realistic role expectations for parenthood, and parental responsibilities. It also includes discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s). Students will demonstrate the skills needed to utilize positive mental health practices in parenthood.

11.6 The student will develop skills in making parenting decisions.
Descriptive Statement: Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, marriage preparation and maturity.

11.7 The student will classify the major problems, issues, and decisions related to each stage of the family life cycle.
Descriptive Statement: The life cycle and how it applies to individuals and families is covered along with developmental tasks and needs of individual family members.

11.8 The student will identify parenthood options in terms of questions to be answered and decisions to be made.

Descriptive Statement: Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood. Discussion also includes the positive aspects of parenting for the individual and for society.

11.9 The student will describe characteristics of newborn infants.

Descriptive Statement: Characteristics include physical appearance, medical tests to assess normalcy, observable infant behavior, emotional and physical needs of the child, and decisions related to circumcision.

11.10 The student will recall ways to cope with common fears and concerns regarding the care of newborn infants.

Descriptive Statement: The emphasis is on parent-child issues, such as bonding, special care requirements, feeding schedules, stress, Sudden Infant Death Syndrome (SIDS), sleep patterns, colic, apnea, medications, illness, post-partum depression, and breast and bottle feeding. Positive and negative effects of parenthood on mental health will be discussed.

11.11 The student will describe the adjustments family members face in the postnatal period.

Descriptive Statement: Adjustments to be considered include how the baby's needs affect other family members and their schedules. Consideration is given to the expectations of relatives and to adult needs for privacy, recreation, and time with other children. The issue of sibling rivalry is also discussed.

11.12 The student will explain the stages of growth and development in children.

Descriptive Statement: Topics included are the growth patterns of children, behavior patterns to be expected as children develop, and appropriate parent responses in reacting to and in guiding children's behavior.

11.13 The student will calculate the personal considerations and financial costs of childbearing.

Descriptive Statement: This includes the following considerations: the economic costs of raising a child, including the expenses of medical care before and after pregnancy; the costs of educating a child; the social considerations, including the investment of time and energy needed for quality child care; and the opportunity considerations, such as staying home to care for a child rather than pursuing an education or a career. This is balanced with discussion regarding the rewards of having children.

11.14 The student will identify criteria for selecting adequate child-care services.

Descriptive Statement: This is achieved by guiding the student in identifying child-care alternatives and in establishing guidelines for selecting appropriate care, considering pre-school education, after-school day care, the problems of children in self-care (“latchkey”) situations, and the need for quality and quantity of time in maintaining the physical and mental well-being of the child.

11.15 The student will analyze community resources to meet specific needs.

Descriptive Statement: This analysis focuses on community healthcare resources, employee benefits and programs, support agencies and services, sources of educational information about child care and parenting, and family planning resources.

TWELFTH GRADE

12.1 The student will describe the value of the home and family as primary sources of enrichment and personal renewal.
Descriptive Statement: Content focuses on the importance of home and family as a support system, as a nurturing influence in developing values and attitudes, and as an example or role model for the student's future home and lifestyle.

12.2 The student will analyze the effects of cultural and family patterns on individual and family development.
Descriptive Statement: Topics such as kinship, family cultural background and customs, family religious traditions, and the changing family in today's society are analyzed.

12.3 The student will describe types of adjustments and sources of conflict in interpersonal relationships.
Descriptive Statement: Students learn that adjustments in relationships are to be expected and are not all bad. Instruction also includes common problems, commitment to the relationship, communication skills, decision-making strategies, compromise, positive mental health practices and other methods of conflict resolution.

12.4 The student will explain how parental responsibilities change throughout the family life cycle.
Descriptive Statement: The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.

12.5 The student will recognize the challenges of individuals with disabling conditions and ways in which families can be sensitive to and make adjustments for these needs.
Descriptive Statement: The emphasis is on managing and coping with the mental, emotional and financial stress brought on by the special needs of individual family members with such conditions as chronic illness, physical, mental and emotional handicaps, and learning disabilities. The use of community resources, educational institutions, and personal skills is included.

12.6 The student will develop a plan for managing resources in the home.
Descriptive Statement: This involves developing a household budget that achieves family goals. Time and energy management and the role of personal skills also are discussed.

12.7 The student will interpret state laws that affect family life.
Descriptive Statement: Current laws in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, mental health, child abuse, sexual abuse and assault, and legal responsibilities of parents.

12.8 The student will identify ways of preventing and/or coping with various types of violence.

Descriptive Statement: Content includes issues associated with dating violence, spouse abuse, sexual assault, physical and verbal child abuse, family violence, electronic harassment, and abuse of the elderly and disabled; violence prevention strategies, and identification of local support groups and agencies. Emphasis is placed on abuse as an unacceptable form of behavior that should not be tolerated. The need to report violence to appropriate authorities and agencies is presented as well as methods of reporting. Students will demonstrate the ability to seek mental health services as needed when coping with violence.

12.9 The student will analyze stress and crisis situations which affect family life.

Descriptive Statement: Stress situations and crises in the family are emphasized, particularly parental crises, death and dying, substance abuse, the termination of a marriage, role changes, job conflicts, loss of income, and serious illness. Students learn ways to prevent and manage such situations and crises and to ensure that the final outcome is positive. Students will demonstrate the ability to seek mental health services as needed when coping with violence.

12.10 The student will identify procedures and criteria for assessing community resources that deal with individual and family problems.

Descriptive Statement: Students learn how to locate community resources and how to evaluate them in selecting appropriate assistance with individual and family problems.

12.11 The student will describe the benefits for saying "no" to premarital sexual activity.

Descriptive Statement: The student progresses in assertive skills associated with saying "no" and knows the physical, emotional, social, psychological and economic implications of premarital sexual relations.

12.12 The student will prepare a plan for the fulfillment of lifelong goals.

Descriptive Statement: Each student develops a plan designed to achieve the goals previously identified and based on the self-assessment activity in the eleventh grade. The plan includes strategies for attaining personal, educational, and career goals. The student continues to be made aware of the variety of opportunities and choices available and the impact of current decisions on future goals.

GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING FAMILY LIFE EDUCATION

GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING FAMILY LIFE EDUCATION

INTRODUCTION

Individuals who teach Family Life Education (FLE) must be trained in its content, teaching strategies, use of instructional materials, assessment methods, and ways to involve parents. To ensure consistency in dealing with sensitive content and issues, a comprehensive and systematic training program is essential. The training program uses a combination of workshops and technology. The Board of Education shall establish requirements for appropriate training for teachers of FLE, which shall include training in instructional elements to support the various curriculum components. All individuals teaching FLE should participate in the state training program and follow-up activities in the region, local school division or statewide conference.

TRAINING PROGRAM

The Department of Education sponsored, in 1988 through 1990, a series of regional and statewide FLE training sessions and teleconferences for the divisions' FLE contact persons, grade level leaders, and teachers. The school division contact persons and grade-level leaders were responsible for determining if the program was properly implemented.

In following years, FLE in-service and staff development workshops were offered from the Department of Education on an "as requested basis." During 1996, Virginia Commonwealth University's Division of Health and Physical Education conducted a survey of local FLE staff development needs. Data were requested from five representatives in each school division (the division-level FLE contact person; an administrator or teacher from the elementary, middle, and high schools; and the special education director). The survey indicated the need for ongoing, consistent, and skill appropriate staff development opportunities on 21 specific topics. Over a two-year period, two advisory groups (including representatives of the Virginia Congress of Parents and Teachers, the Virginia Department of Health, central office administrators, teachers, higher education educators, and adolescents) provided input in developing an ongoing staff development plan partially implemented in 1997 and fully implemented in 2002.

The current FLE staff development plan is funded through federal funds from the Centers for Disease Control and Prevention, Division of Adolescent and School Health. The staff development plan includes the use of 15training modules (in manual format) to address most of the 21 requested topics, a continual broad scope and multiple-level review process, piloting of newly developed draft modules, evaluation of each module, and revisions of the training manuals. The plan also includes a multiple-level training-of-trainers program where qualified educators are identified to provide staff development workshops to FLE teachers, other classroom teachers (including special education),

instructional specialists, administrators, nurses, counselors, social workers, parents, community-based educators, and related positions.

The theory-based, skills-based staff developed workshops are offered during statewide summer training sessions and at regional or local sites during the school year on an "as requested basis." Each training session is evaluated. Results of the evaluation are used to revise training manuals and instructional procedures for adults.

SUMMARY

This design provides for consistency in training personnel and implementing the FLE program. The provision for support and follow-up is based on research findings which indicate that without effective training and follow-up activities it is less likely that individuals will practice what they have been trained. The evaluation will be designed to determine, on a continuing basis, if teachers or community-based educators that work with youth use information or skills learned in their classes with children and youth. This approach to evaluation should provide useful information about the success of the program, both immediate and long-term.

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT

INTRODUCTION

An important element in the successful implementation of a Family Life Education program is parent/community involvement. A theme that runs throughout the program is the parent/teacher team approach to Family Life Education. Because of the sensitive nature of program content, a planned approach to parent/community involvement is critical.

PLAN FOR PARENT/COMMUNITY INVOLVEMENT

In each school division that offers Family Life Education, the superintendent will identify a community involvement team, or use the school health advisory board, which should include individuals such as central office personnel, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical and mental health profession, which may include a substance abuse prevention or treatment practitioner, and others in the community.

Parents and community-based personnel are encouraged to participate in statewide and local training sessions for Family Life Education.

The community involvement team or school health advisory board members will work with others in their localities to offer an ongoing plan to explain the Family Life Education program and to solicit support and involvement in its implementation.

PARENT INVOLVEMENT ACTIVITIES

Department of Education staff members provide workshops and training sessions on Family Life Education and related topics at the state leadership conference and in localities as requested. Parents participate on the statewide HIV/STD Resources Review Panel and on other planning committees as formed. One of the current 15 training modules addresses *Strengthening Parental Involvement in Family Life Education*. School and community-based personnel as well as other parents are encouraged to participate in workshops that outline the key components of Family Life Education and the role of parents in the program.

Each teacher of Family Life Education is asked to meet with parents of students involved in the program. Provision must be in place for an ongoing review of local curriculum and instructional materials before they are used in the classroom. It is recommended that a resource center containing Family Life Education materials that may be checked out by parents is available in every school.

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